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Ten Peace Corps volunteers who had spent two years teaching abroad were placed in an urban high school classroom. The purpose was to learn what should be taught in the urban classroom, how it should be taught, and how best to go about training teachers to deal with disadvantaged children. The students were aided by a special staff of master teachers and consultants. A program of in-school seminars and conferences helped both the interns and the staff. Two approaches for change were suggested: to examine the existing curriculum and provide revisions that would link courses and grades together sequentially, and to encourage interns, with the help of the master teachers and the curriculum coordinator, to develop study units which worked best with their own students. The after school seminars for the interns covered such areas as teaching and the urban condition, teaching and the psychological disciplines, and teaching and the humanistic traditions. The subjects taught by the interns were English, history, math, and science. Though at the time of the report no evaluations of the total program could be made, areas in need of improvement included discipline and relations with the existing faculty.							
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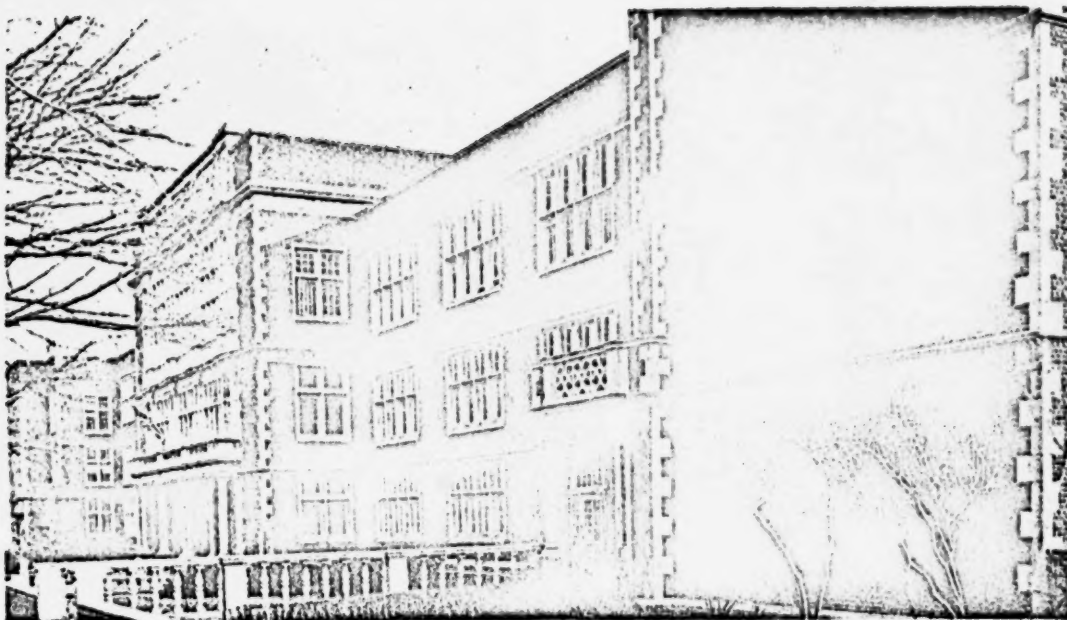
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**A Pilot Project
in Curriculum Development
Utilizing Returned Peace Corps Volunteers
in an Urban High School.**



**Submitted by Bennetta B. Washington, Project Director
Principal, Cardozo High School**

January 31, 1964

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THE CARDOZO PROJECT IN URBAN TEACHING

A Pilot Project
in Curriculum Development
Utilizing Returned Peace Corps Volunteers
in an Urban High School.

Cardozo High School
13th & Clifton Streets, N. W.
Washington 9, D. C.

- under the auspices of the Board of Education
of the District of Columbia.
- sponsored by Washington Action for Youth, 1420 New York Ave., N. W.
Washington, D. C.
- under a grant from The President's Committee on
Juvenile Delinquency and Youth Crime.
- with the cooperation of Howard University, Washington, D. C.
in accrediting the program toward the degree of
Master of Arts in Teaching.

INTERIM REPORT

Submitted by Bennetta B. Washington, Project Director
Principal, Cardozo High School

JANUARY 31, 1964

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I. INTRODUCTION: PURPOSES

On May 10, 1963, a special letter was sent personally from me to each of the 296 Peace Corps Volunteers who were scheduled to return to the United States by September 1, 1963, after having served abroad as teachers for two years. That letter asked such returning Peace Corps Volunteers to consider applying for one of ten places in The Cardozo Project in Urban Teaching, and stated the challenge of the Project as follows:

The idea, in brief, is to place 10 Volunteers who have spent two years teaching, directly into the urban high school classroom to see whether they, together with a special staff of Master Teachers and consultants, can emerge after a year with some conclusions about what should be taught in the urban classroom, how it should be taught, and how best to go about training teachers for their gigantic task. This task--equal, we believe, to the challenges you have been facing for two years--is to make the urban classroom a catalyst for those economic, social, and intellectual changes which are required if the public school is to become the way up and out for kids desperately caught in that vicious circle of congested urban living in which the cultural and economic deprivation of so many families is passed on, inevitably, to so many children. Did we say inevitably? We did not really mean that. Indeed, this pilot project is based upon the premise--the hope--that returning Volunteers can help demonstrate that the circle can be broken, and that the school is the place to begin.

On August 31, 1963, ten young Americans, all in their twenties, gathered for the first time at Cardozo High School with a specially-hired staff selected both from among the regular Cardozo faculty as well as from other areas of the country. Each of the returned Volunteers--called "Interns" or "panelists"--would spend the 1963-64 school year teaching two full classes of Cardozo students and participating in an experimental teacher-training program. They would receive a salary of \$4,500 for the year.

In their own classes, the Interns would be attempting to carry out one of the Project's two purposes:

To discover and develop curriculum materials and teaching methods relevant to the comprehensive urban high school in a disadvantaged neighborhood where a high proportion of the students are deprived and alienated.

And in a program of in-school seminars and conferences, the Interns and special staff would be attempting to carry out the other of the Project's two purposes:

To draw some conclusions about the type of teacher-training curriculum best suited to produce teachers who can make the urban classroom a catalyst for those economic, social and intellectual changes which are needed if the public high school is to fulfill its role as a key long-range agent in combatting juvenile delinquency and in encouraging youth opportunities.

The Project was thus designed to experiment with two levels of curriculum: the curriculum in the urban high school classroom and the curriculum in the teacher-training classroom.

For five months now, Cardozo High School has served as the laboratory for both of these important experiments in American urban education. Although it is of course still too early to assess the final effectiveness of this pilot project, enough has already happened at Cardozo to convince me that the Cardozo Project in Urban Teaching has tremendous merit and that immediate plans should be made for its continuation and expansion in the school year 1964-65.

II. THE PROJECT'S BEGINNINGS: A MESHING OF NEEDS

The idea for the project originated at Cardozo High School. The school sits high on a hill in urban Washington, D.C. Its nearly

2,000 students (of whom fewer than 10 are white; the rest are Negro) are in grades 9 through 12, (including the ninth grade from a nearby junior high school), and face the pressures and tensions of a congested urban community. The students' backgrounds vary from deprived families living off relief checks to salaried upper-middle class business and professional groups. In general, however, the neighborhoods surrounding the school are below average in socio-economic status: while 13% of the city's population lives in this area, 22% of the juvenile delinquents in the city come from this area and 22% of the persons on public assistance live here and 39% of the children of the area live in households in which there is only one parent or none. The school district has a population of slightly more than 100,000 persons, 25% of whom are under 18 years of age.

A teacher at Cardozo read of some of the exciting activities of Peace Corps Volunteers teaching in foreign countries and decided that these people might be able to make a contribution to the local schools, which during the year 1962-63, were the objects of much public attention. The Washington schools had a serious "disciplinary crisis," the newspapers proclaimed. There were not enough books; the youngsters had few quiet places in which to study; parents were not involved in the educational process; and many students possessed aspirations far lower than they could and should have possessed. It was no wonder, then, that in these surroundings, the activities of Peace Corps Volunteers abroad should appear so relevant. When shocked by the dearth of books in a school library in one country, Volunteers sent to their home towns for books; one volunteer created a 5,000-volume library out of an original 35 books. Other contribut-

ed their own living quarters so that students might have quiet places in which to study. Others created night schools where they taught after a whole day of teaching simply because the adults in the villages wanted to share what their children were learning.

We at Cardozo believed that such attitudes toward the possible aspirations of their students, and toward their own role in helping to create those aspirations, were precisely the qualities needed for successful teaching--not only in the Philippines and Ghana and Pakistan, but also in Washington. Rooted in the needs of one Washington school, the Project thus began with the hope that a group of energetic, intelligent, and sensitive young Americans, still full of the sort of commitments which prompted their service with the Peace Corps in the first place, could be enlisted in the first-order challenge of American urban education.

It was quickly realized that a new kind of program in teacher training would have to be devised for the returning Peace Corps Volunteers. Only about 15% of the Volunteers who had been teaching abroad had taught before entering the Peace Corps. The Peace Corps Volunteers were thus seen as facing a dilemma--either they could enter full-time teaching jobs without advance certification and further training, or they could become full-time graduate students. We believed that neither of these choices fully met their needs, because on the one hand most of them were not yet trained enough to launch into full-time classroom teaching unassisted and on the other hand many of them did not want to retire to the seemingly isolated halls of a university.

The Project sought to resolve this dilemma by offering a program in which studying and teaching would be inextricably bound together. Furthermore, since most of the returning teachers might reject the ranks of American education if they were suddenly faced with the need for traditional teacher-certification requirements, the Project set out to create a program in which certification requirements could be met by an intellectual approach to the immediate problems of teaching in a particular comprehensive urban high school.

In fact, apart from these special needs of returning Peace Corps Volunteers, we viewed the absence of just such an intellectual approach to the day-to-day problems of teaching as a general failing in the training of American secondary school teachers, particularly for urban areas. Increasingly, the training of teachers had been badly split into two disconnected spheres: educational theory taught by university professors, who themselves had been away from the high school classroom for years--if, indeed, they were ever in it; and practice-teaching supervised by overworked teachers, who had been in the classroom so long, and had frequently become so frustrated by it, that they had little time to offer theoretical explanations for their educational practices. This schizophrenic split between so-called "content" courses (such as university courses in history, literature, science, etc.) and "education" courses (such as "methods of teaching," "the philosophy of education," etc.)--became especially noticeable in the training of teachers for urban schools. For in these schools theory and practice, content and philosophy, all combine each day in the most immediate and important ways to make a teacher either successful or unsuccessful in reaching urban youngsters.

The Project thus postulated from the beginning that, instead of the usual courses in "content" and "education," new courses must be devised to deal with certain special problems connected with teaching in urban high schools--problems which were generally ignored in America's middle-class, suburban-oriented teacher-training. The best of psychology, the best of sociology, and the best of history and literature would have to be combined and applied to the immediate problems of teaching in one urban school, where "juvenile delinquency," "disciplinary problems," and the plight of minority youth would have to be understood with both heart and mind in order for teachers to be truly effective.

From the very beginning, therefore, the idea of the Project was to focus at the same time upon the two curricula--that designed to reach high school students, and that designed to train teachers--in the setting of one urban high school. It was this special combination of two distinct purposes which was enthusiastically supported by the Superintendent of Schools, and by the Board of Education when it unanimously, by special ballot, approved the plan for the Project on May 9, 1963. On the next morning, May 10, we received word that the President's Committee on Juvenile Delinquency and Youth Crime had agreed to finance the program as a pilot project in curriculum development. That same evening, my special letter to each returning Peace Corps teacher was sent from Washington by air mail to the Philippines, Ghana, Pakistan, Sierra Leone, Nigeria, and Thailand.

The first application arrived by return mail eleven days later, on May 21.

III. THE INTERNS: THEIR CONCERNS AND COMMITMENTS

"When I first received a letter describing this project and its possibilities, I was extremely enthusiastic about the idea. So much so, that within a day I had applied and requested more information about the school and the mechanics of the experiment. Although the challenges described in the letter were obvious and stirring, I almost instinctively felt that the basic tenets of the project were most stimulating.

Having worked abroad in a school system riddled with bureaucratic nonsense and stifling rigidity, many of us had been forced mentally to re-evaluate what we knew of the workings of public education in this country. Most of us were disappointed, unchallenged, and shocked from this re-examination. Working in the field of education in America offered no challenge; although we were forced to admit that some of the problems of American schools were indeed as serious as those of some underdeveloped countries, most of us instantly preferred either to continue to live and work abroad within the framework of creative experimentation offered by the Peace Corps or other like agencies, or upon return to the United States to work in what we considered the most neglected and intriguing areas of social action like the emerging civil rights movement or the assault on poverty. This was partly because the traditional process of preparation for teaching was revolting.

The letter about the Cardozo Project seemed to bring a unique combination of interesting challenges:

The fact that Cardozo was a nearly all Negro high school in Washington was one, for I had been forced to determine that the civil rights movement was for me a personal commitment everytime I answered a Filipino question like: "What are you Peace Corps people doing over here when you have so much work to be done for the Negro in your 'democracy'?"

The fact that the project involved a high school was interesting; the short period that I spent working with high school students in the Philippines was much more demanding, rewarding, and stimulating than the more prolonged periods I spent in the elementary schools. I knew a "Blackboard Jungle" image formed itself in my mind, and my ideas about the challenges dealing with 'difficult' and 'unmotivated' youngsters emerged from this image of what little I knew about the urban American high school.

The fact that each Intern in the project would be a "panelist" in determining the direction and evaluating the effectiveness of the program was important to me, because I had experienced the anguish of being involved in an initial Peace Corps Project fraught with administrative difficulties in which the volunteers who were most directly affected (and often times most knowledgeable and sensitive) were given little hearing and respect for their concerns and judgments until it was too late.

So wrote one of the Interns, explaining the concerns and commitments which prompted him to apply to the Project. The motivations of each Intern were, of course, unique and complicated. All, however, basically joined us at Cardozo because they wanted to learn about and participate in an important social challenge; because they wanted at the same time the opportunity to receive some solid professional training which would make them not only committed, but skilled; and because they liked the idea of readjusting to American society as part of a small group which could face openly and directly and jointly the many problems which American society would present. In short, they asked to become a part of the Project because they wanted, as the Congress has specified in a recent amendment to the Peace Corps Act,

to assure that the skills and experience which former volunteers have derived from their training and their service abroad are best utilized in the national interest.

We received a total of 15 applications from returning Peace Corps Volunteers, and two from young Americans who had participated in other forms of voluntary service abroad and who happened to hear about the project. These 17 had all received Bachelor degrees from American universities, as follows:

Agricultural, Mechanical and Normal College, Pine Bluff,
Arkansas
Augustana College, Rock Island, Illinois
Beloit College, Beloit, Wisconsin
Denison University, Granville, Ohio
Earlham College, Richmond, Indiana
Florida A & M University
Harvard College
Kansas University
Michigan State University
Miles College, Birmingham, Alabama
Morgan State College, Baltimore, Maryland
Oberlin College, Oberlin, Ohio
Penn State College
Pennsylvania State University
The University of Mississippi
Villanova University
Yale College

Out of the original 17, we concentrated upon the 15 who has served with the Peace Corps. We ended by accepting 14 of these as well-qualified. Out of the 14, 5 eventually withdrew their applications--one to pursue graduate study toward a Ph.D. degree; one to teach in his home town; one to be with her husband, a fellow Peace Corps Volunteer whom she had married on their way back to this country; one to join the Peace Corps training center in Puerto Rico; and one--who received our letter of acceptance only after it had been forwarded to him from Africa back to the United States--to study in a teacher-training program at the University of Pennsylvania. (We learned from this experience that we should send our acceptances by cable!)

Despite this gradual attrition, applications continued to arrive all summer long--including two in the last week in August, and one, in fact, two days before the orientation session was to begin. At about the same time, the last of the five who withdrew informed us of his decision, leaving us momentarily with only 9 interns. So we decided to accept one of the two applicants whose

volunteer service had not been with the Peace Corps, but who had served instead for a year with the American Friends Service Committee in West Berlin neighborhood centers.

And so, on August 31, 1963, we eagerly met the 10 Interns. Aside from the one who served with the American Friends Service Committee for a year, seven taught for two years as teachers' aides in the Philippines, and one each taught in Turkey and West Pakistan.

One of the ten had her secondary schooling in India, another in Lebanon. The rest came from many different states: two from Maryland, and one each from Kansas, Pennsylvania, Alabama, Michigan, Rhode Island, and Arkansas. Five are men and five are women. Three are Negro and seven are white. Five are married and five are single.

At Cardozo, four have taught English, four History, one Mathematics and one Biology.

The names of the ten Interns, together with their home town, their American university, their field of teaching, and their country of overseas service, are as follows:

Dirk A. Ballendorf--Philadelphia, Pa.; Penn State College, West Chester, Pa.; History; Philippines.

(Miss) Brenda A. Brown--Baltimore, Md.; Morgan State College, English; Philippines.

(Miss) Judith K. Cridler--Grand Rapids, Mich.; Michigan State University; English; Philippines.

(Miss) Carolyn M. Holm--Santa Barbara, Calif.; Beloit College, Beloit Wisconsin; History; Turkey.

Richard G. Lewis--Birmingham, Alabama; Miles College, Birmingham; Mathematics; Philippines.

Freeman McKindra--Springfield, Arkansas; Agricultural, Mechanical & Normal College, Pine Bluff, Ark.; Biology; West Pakistan.

(Miss) Esther Shull--India; Oberlin College, Oberlin, Ohio;
History; West Berlin.

Thomas A. Wilson--Providence, Rhode Island; Earlham College,
Richmond, Indiana; English; Philippines.

(Mrs.) Carolyn Wylie--Merriam, Kansas; Augustana College,
Rock Island, Illinois; English; Philippines.

Duncan Yaggy--Phoenix, Maryland; Yale University, New Haven,
Conn.; History; Philippines.

We have learned in these five months that all of these young men and women came to the Project with a highly sophisticated blend of realism and idealism. They did not come to "do good" in any starry sense, but rather to learn and to do what they could. They were modest about their past teaching accomplishments and arrived somewhat tired of the constant glare of publicity which they had faced abroad. They prepared to settle down to some hard work.

Both the local and national news media, however, have not let them do their hard work in solitude. Instead, there have been numerous articles probing what the Interns are doing and why they have come. One of the great virtues which all of the Interns have brought to their jobs is the capacity to take such publicity in their stride, and to do their very utmost to convince both their high school students and their colleagues on the regular Cardozo faculty that they have not come to set either the school or the world on fire.

And not too surprisingly, this kind of modesty, together with the complicated motivations which led the Interns to join the Project, have provided a special kind of light all its own. The following statement from a mid-term evaluation report written by

one of the Interns just last week suggests the special kind of realistic idealism which the Interns brought to the Project:

I joined this project much in the same fashion that I joined the Peace Corps; that is, not knowing the details or intricate workings that would take place, but rather being carried away with the overall idealism that I saw in what I thought were the purposes. What did I foresee? Well, I saw a chance to provide encouragement and hope to students who might otherwise not have much hope, or to keep fires going for those who were already motivated. If this sounds benevolent, I assure you that is not my intention. I would suppose that most teachers want to keep those fires going whether they work in urban or suburban conditions. However, from reading the rough sketch of the project, I thought I would have more freedom than most beginning teachers--and I do. So my motives were quite selfish.

Or, as another intern phrased much the same point, he did not join the Project "with the belief that everything done by men of good will is good."

The eyes of the Interns were thus sparkling, but wide open at the same time. It was this blend of modesty, idealism, and realism--coupled with a real concern for our high school youngsters--which the Interns have brought to their daily classrooms.

IV. REACHING THE STUDENTS: AN APPROACH TO CURRICULUM.

The Project is designed to discover and develop curriculum materials and teaching methods relevant to the comprehensive urban high school in a disadvantaged neighborhood where a high proportion of the students are deprived and alienated.

One of the premises of this project--a premise which we wished to test--was that the ex-Peace Corps Volunteer would be uniquely equipped to establish meaningful relationships with deprived youth. Because of his initial commitment to service, his desire for broadening and different experiences, the self-confidence and flexibility he might have gained, the two years of added maturity which he would bring to the urban classroom as a new teacher, the sensitivity to an entirely different culture gained from his survival abroad, because of these hypothesized strengths, we felt the ex-Peace Corps Volunteer could "connect with the kids." The necessity for this sort of "connecting" seemed to us apparent in the drop-out rates and juvenile delinquency statistics; somehow urban youngsters were not seeing a place for themselves in the existing system. To help them find a place for themselves in that system, youth workers would have to possess a deep awareness of youth's legitimate arguments with the "status quo" and would have to provide living proof in their own behavior of the worth to be gained by joining the system. In short, we hypothesized that those people who might be most successful working with deprived youngsters might be those who like Robert Frost had carried on "a lover's quarrel with the world." In the returning Peace Corps Volunteer we saw such persons. For no

one completely happy with the "status quo" would volunteer for two years of difficult service in the Philippines. Yet the dissatisfaction of Volunteers had been expressed in pro-social action, not anti-social behavior. For the youngster prompted towards anti-social acts, we felt that a returned Peace Corps Volunteer might provide a model that could be meaningful.

We do not at this time have objective, statistical proof that any of our hypotheses were valid (Such data is being collected and analyzed by a cultural anthropologist, Dr. Jean Boek, who was Director of Research for the Bank Street College of Education's Teacher-Parent Communication Study and was Director of Research for The New York State Division for Youth.) But we do have substantial descriptive evidence that the ex-Volunteers did "connect with kids." Our evidence falls into four parts: the spontaneous remarks and responses of students, the written evaluations of students, the evaluations of Master Teachers and other staff members, and the Interns' own descriptions of their students.

A. Spontaneous Remarks and Responses of Students.

A tenth grade girl at an after school meeting:

I like those Peace Corps Teachers. They don't stand behind their desks and they don't seem to be against us.

A ninth grader at the end of an exciting class:

Do you think we could start a junior Peace Corps at Cardozo?

Students watching Peace Corps Teachers at the Halloween dance:

Man, I didn't know teachers could swing like that!

From a group of boys who spend their lunch periods in the Project Office:

I don't know why we stay here. We like it here.

And then there is another group of boys who hang around the office in the afternoon, asking to do odd jobs, reading poetry (indeed for one long afternoon they did) who finally demonstrated their ultimate trust by pulling out their dice and showing the Interns how to shoot crap.

These responses illustrate the effect upon youngsters of the Intern's informality and youthfulness. In age they are somewhat older than most beginning teachers, but in attitude they seem closer to the students. Part of this attitude is perhaps a result of their self-confidence: they do not need to create barriers between themselves and their students in order to feel like teachers.

B. Written Evaluations by Students

The replies of their students to anonymous questionnaires seem to bear out this impression:

Sometimes I like the way the class is carried on because it gives you a chance to really get hot under the collar and really debate.

She is playful. She always have a nice smile and I think she is lovely.

I like this class because the teacher is very understanding and tries to help you all he can and he has a good method of teaching.

i dont know about the strengths and weaknesses but i like the way you teach you make learning seam a breezes. You make me feal like i want to learn more and on top of all that you are very nice and kind.

I like the teacher's methods of teaching very much because they are interesting and can hold your attention. As for her personality, I think this is also good because she can laugh right along with us, but still be firm and serious.

On the other hand, the lack of barriers is sometimes disconcerting to the students. Many complain that the Interns are not strict enough, and two perceptive youngsters had the following criticisms to make:

I think the teacher would be fine with a few minor changes. I don't think she should let the kids talk so much. Sure they'll gripe but they'll respect you more for it. Also you shouldn't be so much of a pal. I don't mean unfriendly, just not a pal. They'll take advantage of you.

The weakness of the teacher is his wanting to compromise and please every one (which is almost impossible) instead of sticking to the role of a teacher instead of a companion. He seems to be very conscious of our being Negro and he being white and sometimes he doesn't discipline and speak to us as he would if we were all of the same race. Regardless of his weakness, when he isn't "holding our hands" in, a way of speaking, he is a very conscientious, growing, young teacher.

C. Evaluations by Master Teachers and Curriculum Coordinator

The Master Teachers and Curriculum Coordinator, all of whom had trained teachers in the past, were equally impressed by the personal strengths of the Interns. The particular strengths which seemed most to distinguish the Interns from comparable groups of teacher trainees lay in the Interns' flexibility, openness to

criticism, self-confidence and sensitivity to group dynamics and to other people.

D. Interns' Descriptions of Their Students

Perhaps the best way to appreciate these qualities in action is in some of the Interns' own descriptions of their interaction with their students. Here is one Intern's description of her relationship with her class:

A girl who talks consistently, usually contributes a lot to the class discussion, but who writes horribly and also has the most unique spelling of the English language I've ever seen, gave me a kiss for Christmas. One flattered me by feeling free enough to swipe my lesson plan and hide it by sitting on it.

Another Intern describing the progress of a former drop-out illustrates her sensitivity and flexibility in handling a student's need to succeed:

Harold is a sophomore, a returning drop-out student involved in the work-study program. He joined my fourth period class late. Shortly before he entered the class, I had decided to begin weekly vocabulary exercises and tests, not only because the kids desperately needed both definition drills and augmentation in vocabulary, but also because I felt that they needed more reliable structure than I had provided for them in the classroom. The routine was established on a weekly pattern; on Monday I would put five words on the blackboard. These words were selected either from literature which the kids were reading for class or from words repeatedly mis-used and misspelled by class members. The kids copied them down on Monday, knowing that on Friday everyone would be tested on the spelling and definitions of the words. During the week, I tried to give a few minutes of class time not only for working in dictionaries but also for oral drill on the words.

Soon after Harold joined the class, it was time for first advisory grading, and I was stumped about what to give him. A previous teacher had given him a "D" for the time spent in her class, and in my class his only grade was an "F" on a vocabulary test for which he had not been able to

complete one sentence. I did decide to give him the "D", explaining to him confidentially that this meant very little to me since we did not know one another, and that the grade could be raised as high as he would according to the work he did in class during the next advisory. The next week we had another vocabulary test; I had explained the process carefully to late-comers and spent a greater amount of time than usual on drill during the week. On Friday, I began to give the test, and for some reason walked the length of the room past Harold's desk. It took only another glance to be sure that he was cheating. He had another paper with written definitions on it slipped under the paper he was writing on. I let him finish the test, walked back to his desk, and wrote a large "F" on his paper so that only he could see. I asked him to see me after class.

He was crestfallen when he came to the desk after the bell had rung, and I was hurt and angry. I told him only that this was not the way to show me that he deserved better than the temporary "D" I had given him during the first advisory. I suggested that even if he memorized sentences of his own construction beforehand, he could write a passing vocabulary test without cheating. The next week, Harold got a "C" on his test, and smilingly toyed with the single sheet of paper on his desk whenever I walked near him during the test. The next week he got a "C+"; I told him that he was obviously on the way up. We worked on sentence construction that week, and Harold (who was terribly weak in this area) paid devoted attention. On Friday when he took the test, he brought his finished paper up to the desk instead of waiting for me to pick it up. He told me that he had worked out the sentences ahead of time and asked if that was acceptable. I gave him a definite "yes." He got a "B+" on that test; all but one sentence were complete and correct. He smiled in spite of himself when he got his paper back, and he took a lot of teasing from the boys around him. But he has never earned a grade below a "C" in class though he has to skip lunch period in order to come to English and he has twice come to me and told me that he cut class in order to eat because he could not concentrate when he was terribly hungry. He is still a member of the work-study program, and I do not think that he will drop-out of school again.

Perhaps the following comment by one of the Interns about the the response to him of the Cardozo students best sums up the self-confidence of all of the Interns in being able to look frankly at their own strengths and weaknesses:

Frankly, I had not anticipated such a good response. I expected that the kids would be substantially less interested in school than they are and I anticipated far more drop-outs, discipline problems, etc., than I have found. I had also foreseen more difficulty in breaking down the barriers between myself and my kids, but I have found, to my surprise that the barriers between us, such as they are, have nothing (or surprisingly little) to do with race. Instead, they chiefly revolve around my ability to communicate with them effectively.

E. Curriculum Materials and Teaching Methods

Each of the previous sections indicates some of the Interns' personal strengths which enables them to make contact with their students. But the word "students" is the important one in that last sentence. For the Interns are not in Cardozo simply to make friends with students at dances or in the halls; they are in Cardozo to make what happens in a classroom mean something to the youngsters they teach. Therefore, the personal strengths of the Interns, the intelligence and sensitivity and commitment they bring to their jobs, must work through the materials they teach if they are going to hold the interest of inner-city youth. The traditional curriculum materials, however, are often sadly irrelevant to the lives of such youth. One of the primary aims, therefore, of the Cardozo Project was to discover and use some different curriculum materials and teaching methods which might mean more to Cardozo youngsters than the materials and methods currently employed.

Educators would generally agree that any curriculum design has meaning only when it is in the hands of a sensitive and skillful teacher who, as part of his expertise, is able to use curriculum flexibly as he perceives the needs and responses of a particular class or a particular student. Within this context we have tried to work at the development of a revised curriculum for students in the urban school.

Two approaches were suggested by the project staff to achieve these goals: one was a systematic examination of existing curriculum aimed at providing suggested revisions where appropriate in the overall course of study linking not only units within a course, but also one course to other courses and one grade to other grades. It was my view that while this was a desirable goal, it was an unrealistic approach for our Interns, considering both their experience and the time available.

The second approach which we have taken is to encourage Interns with the support and help of the Master Teachers and the Curriculum Coordinator (whose roles will be described in the next section) to develop units of study and to experiment with what sorts of material would work with their own students. These curriculum choices have been introduced as live experiments in the classroom, subject to the Interns' own evaluations, Master Teacher observations, and critical discussion by the entire group. Each of these units of study should contribute toward an ultimate systematic reorganization of curriculum.

Some of the units involved new sequences of presenting old materials and some involved the use of ideas new to Cardozo and to other urban schools.

In Biology and Mathematics, where we have had only one Intern apiece and where much new and exciting experimentation has already been done, the Interns have relied on the existing materials. But they have also tried some new ideas as well. The Intern in Biology, according to the Curriculum Coordinator:

Is now developing his biology courses around the Life-Death concept, the biological cycle, rather than the whole-to-part, cell-to-organism, concept.

His most successful units so far have been on the internal transportation system of the body, the information which blood can tell a doctor, and the method by which the food chain keeps the whole world moving. His basic plan of organization has been to trace the life cycle or the path of energy from the sun through all the life processes.

The Intern in Mathematics has experimented not only with cuisenaire rods in the teaching of fractions and other new Math approaches, but has also tried to teach math through jazz and through other common objects in his students' lives. He writes:

The unit I taught that I felt most successful was the introduction of algebra. Instead of using x, y and z, I decided to use apples, oranges and pears. The students were shocked and said this was not algebra, but something for elementary students. After the class, many students stopped by to see me and said that algebra was easy. I think they enjoyed the class.

The Intern in Mathematics also experimented with teaching arithmetic to "basic" track students by providing them with a federal income tax form, an official booklet explaining the form,

and some concrete tax problems to figure out. He even went so far as to show the students how to fill out the forms by which one applies for a social security number (which is required on the tax form); some of the students were so intrigued that they kept their completed forms to use in actually applying for a real social security number. This Intern has also considered it part of his job as a teacher to visit the homes of virtually every one of his students.

In the fields of History and English where we have four Interns apiece, much less curriculum experimentation has been done by others and therefore much more has had to be done by our Interns. In History, for instance, the history Interns have not used textbooks at all. Instead they have developed "readings" in different units of history such as the Colonial Period or the Revolutionary War. These "readings"--duplicated for the students on a ditto machine--became the substance of the History course. Indeed, the Interns by doing this are virtually compiling their own texts. The "readings" (a sample of which are appended) offer a variety of materials to the students and expose them to actual sources written at the time the event took place. Other materials drawn from present day historians, from fiction, and from poetry comprise further "readings." In short, these "readings" replace the traditional text and offer students a variety of sources generally lacking in a standard History text.

A typical unit in American History classes consisted of the following "readings":

A core of eight readings formed the substance of this unit. Interspersed with this were assignments in the library based upon other topics not covered by the readings:

1. "Causes of American Revolution" (1763-1775)

2. "Writs of Assistance"

James Otis' argument against abuses of search and seizure.

3. "Stamp Act"

Key sections of act: what items were taxed.

4. "Boston Massacre"

Eye witness account by colonial merchant.

5. "Coercive Acts"

Views pro and con.

6. "Lexington and Concord"

American account and English account of who fired the first shot.

7. "Dissension Among English"

Tory view point contrasted with that of Edmund Burke.

8. "Common Sense"

Thomas Paine's arguments.

These readings generally followed this format:

(a). Introduction in which the connection between what has been studied and what will be studied is made.

(b). A series of questions aimed at guiding the student toward a particular concept.

(c). The reading itself.

Obviously, in all of these readings an attempt is made to make the material relevant to the students' experience. For example, Writs of Assistance connected to search warrants and an

eye witness to the Boston Massacre connected to the accuracy of testimony.

The four Interns in English did not have to type as much of their materials onto ditto masters, for they had available to them the entire world of paperback books. But they did have to devise some ingenious methods of financing the use of paperbacks through a ten cents rental fee system, since the Project did not provide funds for books. Interestingly enough, however, one Intern who had great success teaching archv and mehitabel (copies appended) to a group of Basic track youngsters, found that they enjoyed the poems more when she did type them up each day than when she finally obtained for them the collected poems in book form. This has led us to speculate on the personal meaning to an urban youngster of feeling that his teacher cared enough to type the work herself, to bring it to class and then dramatically to present it to the students. But whether the Interns typed the materials or presented them to their classes in paperbacks, they, like the history Interns, have felt quite strongly that traditional textbooks were totally inadequate. As one of the Interns emphatically put it:

Sometimes out of desperation, I try to teach a unit from a textbook to these students. What a bore! If there is one thing that they shouldn't have, it is a textbook. The readings are dull and the questions stupid. They let me know that I'm really a jerk if I ask them typical textbook questions.

Each of the English Interns has tended to branch out on his own and to try books which the others have not attempted, or else to try the same books but at different times during the

first semester so that he could use the same copies of a book when another Intern was through with them. This has led to some interesting comparisons: the success of a given book varies with the teacher, the class, and the time during the year when it was taught.

Paperbacks have been selected primarily to get youngsters to like reading, on the assumption, which our experience seems to bear out, that many of our so-called poor readers who score low on reading tests are simply inexperienced readers: students who can read if interested in a book, but who are so seldom interested that they practice their skills very infrequently. In order to involve them in reading, the Interns chose books which 1) discussed a current social phenomenon (as in the unit on Civil Disobedience taught to seniors, which included writings by Plato, Thoreau, Ghandi, and the plays, Antigone by Sophocles, and St. Joan, by Shaw), 2) viewed the problems of adolescence as shared by others (The Catcher in the Rye, The Loneliness of the Long Distance Runner, A Separate Peace, The Diary of Anne Frank) 3) examined the larger purposes of education (The Miracle Worker, To Kill A Mockingbird, Huckleberry Finn), 4) revealed the effects upon humans of physical and spiritual confinement (A Raisin in the Sun, Diary of Anne Frank), and 5) presented Negro literature, viewed it in its wider context of American literature (Huckleberry Finn, Black Boy, Native Son).

In each of the above cases, the impact upon the students was not restricted solely to the text. By his choice of a

particular text for his students, the Intern was making explicit certain beliefs about his students. By choosing to teach and discuss Catcher in The Rye, the Intern was implying that there was not much distance between a Park Avenue boy from New York and his own students at Cardozo. After all, Holden Caulfield's main problems concern money, sex, the world's phoniness, Hollywood's values, and his family; and those problems are shared by Cardozo students. As the English Master Teacher put it:

By examining some of these problems the teacher showed that these were legitimately the concerns of youth. By showing an understanding of Holden's difficulties, the teacher revealed an understanding for the difficulties of kids in general and potential concern for the difficulties of his own class in particular. And by talking about some of these problems, the teacher demonstrated that problems were things to be talked about even in a classroom.

The importance, then, of a book's selection went far beyond the fact of its choice; the importance lay in how it was used to reach a student.

Here, for instance, is the statement by one Intern of the way a particular short story suddenly "reached" a youngster in English class:

Charles is a junior who entered class late. Although he had a great many other interests and conflicting concerns, he is determined to finish school and get a diploma. When he first came to class, he slept; when he was awake he was extremely sullen and withdrawn. One day the class read Hemingway's short story "The Killer's" and Charles came to. When I posed a question about responsibility, Charles raised his hand and proceeded to deliver a lengthy analysis of the characters and their interactions and motivations which so impressed the class that the quiet following his speech was finally broken only by a startled "well!" Since then, Charles managed to become a contributing member of the class, although his grades on written work were few and low. He wrote carelessly and almost never proof-read his papers.

Not long ago, a class assignment was to write about how people handled fear. Charles sat and gazed into space during a few class minutes designated for organization of the paper. I asked him why he was not working, and he told me that he was getting his mind ready to write because this was something he knew about. He handed in an interesting and well-written paper on his fear of blood tests. He came to school so that he could hand in that paper, in spite of the fact that his mother had returned home from the hospital the day before.

The subject of fear and Hemingway's powerful story, "The Killers," are both close to inner-city youth. But subjects close to home are not the only way to make contact with youngsters. Here is the insight of another of the Interns:

Once in a while during class I suddenly find that all is quiet and eyes are open with wonder. They are listening! I think, my God, what have I done? It isn't that I was discussing sex or religion. When we read "Diary of Anne Frank" one of the history Interns talked about Hitler and the Nazi Party and the students were intrigued. My point is that although it certainly is important to teach things which are of the students' experiences, often they really respond to things that are not of their experiences. This is especially true for the student who has not read widely due to lack of motivation or a reading handicap.

And sometimes the real pay-off of a particular unit of study, which at the beginning may not have seemed too meaningful to students, comes at the end when it connects with something that is very close to their lives. So because of the work which her class had previously done, one Intern was in very good shape really to teach from the controversial Washington Post article in December which began with the headline: "Peace Corps Finds Pockets of Poverty Here Worse Than Jungle."

The unit included reading some chapters from The Hidden Persuaders, which talks about how advertising firms work to convince the public to buy various products. We analyzed advertisements and newspaper articles to see if we could find out how valid they were.

The Post article of December 29, 1963, came out just as the unit was ending. I mimeographed the article and had the class analyze it just as we had done other articles, tearing the article apart and finding the facts, falsehoods, virtue words, and negative words. We concluded that the article could not be said to be completely false; as a matter of fact, we found no falsehoods we could actually prove; however, it was tactlessly written and contained words that aroused the public's emotions such as "poverty," "jungle," etc. Furthermore, those not reading carefully would be all up in arms before even completing the article. I don't think the students would have been so mature about the article had we not previously had the unit on critical thinking.

The combination, then, of the sensitivity and understanding of the Interns with the intelligent use of their subject matter--this is the Project's approach to curriculum. This approach and this way of reaching youngsters is perhaps best summed up in the following report of one of the Master Teacher:

One of the Interns in English had selected for a Basic class a poem by Don Marquis featuring Archy and Mehitabel. For the reader who does not know these poems, Archy is a cockroach who maintains that he was a poet in a previous life. He composes poems on a newspaper man's typewriter by hurling himself head-first onto the keys of the typewriter. His pal, Mehitabel the cat, also inhabits the same newspaper office and also believes herself to have been notable in a previous life: she claims to have been Cleopatra.

The English Intern was sufficiently sensitive to her students to know that Archy and Mchitabel would entrance them and would get them through the bad time just before Christmas with less strain than normally occurs. She, therefore, dittoed the poem and presented it to her class.

The class period devoted to Archy turned out to be a delightful one with the students happily incredulous about the poetic cockroach who could type so well. One girl who had entered the class late in the Fall, had emphasized her separation from the others by sitting apart, and had slept during most previous classes responded to the poem warmly and even told her Intern teacher that it was her birthday. The Intern, who was delighted by this much of an opening on the girl's part, told the rest of the class that the poem by Archy was a birthday present for the girl. This prompted the class to sing "Happy Birthday" to the girl, and happily enough the girl has not slept in class since. She has, furthermore, now agreed to sit with the other students and even now chuckles away about Archy, although she sometimes covers her face with a paper when she feels embarrassed about how hard she is laughing.

All of this describes what one sensitive Intern plus one good reading selection can do for one class of kids and particularly for certain individuals. This process is what the Cardozo Project is all about.

On the basis of their evaluations, the Interns and the Master Teachers feel that their approach to curriculum is working, that they are indeed reaching the students. But how do the students feel about this? Again on anonymous questionnaires, the students were asked for their reactions.

I don't miss having a book and I go along with your theory about letting us draw our own conclusion from the ditto sheets which you have printed.

I find the book isn't important. I seemed to have learned more by not using the book. You gave better information. I wish we didn't have books.

I wasn't here from the beginning but from the time that I came the most meaningful thing to me was Catcher in the Rye.

The tests have been very well prepared. The questions are good because you don't just give yes and no answers. The tests require deep thinking and that's exactly what we need.

Getting me and my classmates to think at all times in class discussions, homework, and tests is what has been most meaningful about this class. I have to really think in my math class and in English too, and whenever this is so one (me) has to be interested in the subject and when I'm interested enough in a subject I make better grades, but this is not totally true for my math class.

I like paperback books because there easy to take with me and you get tired of reading the same hardback book after years.

You make us work and refuse to accept anything but the best effort possible and as a result you usually get it. Your work requires thorough thought and not just haphazard thinking or guessing. Thus far, I have enjoyed this English class better than any other that I have ever taken.

Since I've been in this class, I've learned to think out problems much better, and have also learned to make better decisions. My reading has also improved because I have learned to like reading. I guess it's because the books are so interesting.

And one girl ~~even~~ offered the following unsolicited comment:

I think the Peace Corps Project is working out fine with the students of Cardozo simply because it's a change over from what we're used to. Furthermore, I think the Peace Corps Project should be put in all schools of the District and elsewhere simply because it would be a change over for them also.

Obviously, the Interns have not "reached" all of their students, but they have made a start--a start that is particularly impressive in light of the fact that they have had to spend considerable time and energy getting over the inevitable hurdles

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Obviously, the Interns have not "reached" all of their students, but they have made a start--a start that is particularly impressive in light of the fact that they have had to spend considerable time and energy getting over the inevitable hurdles

of being beginning teachers in an American school. It is thus within the larger perspective of a teacher-training curriculum that these efforts to reach high school youngsters should be evaluated.

V. ROOTED IN THE CONCRETE: A TEACHER-TRAINING CURRICULUM.

The Project will also attempt to draw some conclusions about the type of teacher-training curriculum best suited to produce teachers who can make the urban classroom a catalyst for those economic, social and intellectual changes which are needed if the public school is to fulfill its role as a key long-range agent in combatting juvenile delinquency and in encouraging youth opportunities.

The above words express one of the two purposes of this Project. For the Project was designed not only to place in the urban classroom ten Interns who would attempt to "connect" with urban adolescents and thereby draw some conclusions about how to approach the problem of curriculum for the urban high school; equally as important has been the goal of attempting to formulate a curriculum for the training of teachers for such high schools. Cardozo High School has thus become, during the past five months, a real laboratory in teacher-training: the Interns have not only taught, they have also had the chance to examine the "hows" and "whys" of what they were doing while they were doing it. It is this self-examination as individuals and as a group, in the immediate setting of one urban high school, which is the key to the teacher-training curriculum which we have developed and which we believe has worked well.

This teacher-training curriculum has utilized two main techniques. One has been the working relationship between Interns and specially-hired "Master-Teachers" in a program of observation and discussions of actual classrooms in operation. The other has been a series of after-school seminars, held right in the school building, and attended by the Interns, the Project staff and members of the regular Cardozo faculty. Each of these techniques will be discussed separately.

(A) The Work with the "Master Teachers."

The Project hired two "Master Teachers" -- teachers who had already

demonstrated an excellence in the teaching of a particular academic discipline; who had had previous experience both in the training of teachers and in the development of curriculum for high schools; and who had a deep emotional commitment to the education of urban youth. These Master Teachers have observed the Interns at work in the classroom; they have worked with the Interns on lesson-planning, curriculum adaptations and evaluations of student learning; they have introduced the Interns to the problems and procedures of the high school on a concrete and individual basis; and they have engaged in intensive individual and group evaluation of classroom performance. In addition, each of the Master Teachers has himself taught two classes of high school students so that he himself has been observed, criticized and evaluated in his own classroom.

Since the Project has four Interns teaching English and four teaching history, one Master Teacher was hired for each of these subject areas and was chiefly responsible for the Interns in his area. In addition, in order to provide a similar experience for the one Intern in science, and the one in mathematics, a regular member of the Cardozo faculty was selected from each of these subject areas to be an affiliated teacher who would take on some of the duties of the Master Teacher. The success of this phase of the Project will be evaluated later in this Report.

The Project was fortunate to be able to secure the full-time services of two excellent teachers to be our Master Teachers in History and in English.

Mr. Larry Cuban, our Master Teacher in History, came to us from the public schools of Cleveland, Ohio, where he had taught history and social

studies for six years in a school serving a student population similar to Cardozo's. There he had been a cooperating teacher supervising the practice teaching of five students in various teacher-training programs. In addition, Mr. Cuban had been a curriculum innovator in his high school classes, approaching the subject of American History, for instance, through the door of the changing role of Negroes as expressed in writings by and about Negroes from colonial days to the present. Mr. Cuban has collected these writings for use in high schools in a book of primary sources called The Negro in American History, publication of which by Scott, Foresman is scheduled for 1964. Mr. Cuban received his B.A. from the University of Pittsburgh in 1955, his M.A. at Western Reserve in 1958 and was a John Hay Fellow at Yale University for the school year 1960-61. He is currently at work on his Dissertation in the field of Negro history.

Our Master Teacher in English is Mrs. Joan W. Wofford, who was a member of the regular Cardozo faculty for the year preceding the initiation of the Project and who was instrumental in conceiving and developing the original Project design. Mrs. Wofford came to Cardozo from the high school of Newton, Massachusetts where she taught English for three years. There she had been a cooperating teacher supervising practice teachers in the Master of Arts in Teaching program of Harvard's Graduate School of Education, and had also participated in one of the first experimental programs utilizing lay-readers as assistants to regular teachers in the grading and reading of student compositions. Mrs. Wofford has also served in 1962 and 1963 as Master Teacher in Yale University's M.A.T. Program, supervising a small group of M.A.T. candidates in English during their period of practice teaching, which in the Yale Program occurs during the

Summer. In fact, the Project's name for, and conception of, the role of "Master Teacher" has been patterned after the Yale and Harvard programs which utilize Master Teachers in their Summer practice teaching sessions. The Project has broadened the role of Master Teacher to encompass the actual teaching of two classes of high school students. Mrs. Wofford is co-author of a ninth grade English anthology, Understanding Literature, which will be published in March 1964 by Ginn & Company as part of a literature series under the general supervision of Edward J. Gordon, Director of Yale's M.A.T. Program. She experimented with many of the readings selected for this anthology in her classes at Cardozo last year. Mrs. Wofford received her B.A. Degree from Bryn Mawr College in 1957, studied for a year at Oxford University, England and received her M.A.T. Degree at Yale University in 1959.

The Project also hired a "Curriculum Coordinator," whose job evolved as a Chief-Master Teacher with important supervisory administrative responsibility. For this important task, we were fortunate to secure the services of Mr. Phillip H. Woodruff, who took a leave of absence from his position as Chairman of the Social Studies Department at Rincon High School, Tuscon, Arizona, where he had been teaching since 1958. Mr. Woodruff had also been a Master Teacher for five years supervising in the Yale M.A.T. Summer practice teaching program. He was also a John Hay Fellow at Yale in 1959-60. Mr. Woodruff has taught in Riverside, California and Los Alamos, New Mexico. He received his B.A. Degree and M.A. Degree from the University of Michigan in 1949 and 1950 respectively.

A description of the work done by the Interns with their Master Teachers does not really capture the full flavor of interaction between

the Interns and Master Teachers. The relationship has been continuous close, informal and marked by genuine warmth on both sides. The Master Teacher and Curriculum Coordinator have their desks in the same room-- Room 111--with the ten desks of the Interns and the desk of the Project Secretary. Let one of the Master Teachers describe the atmosphere of that room:

The Master Teacher is in constant contact with his Interns. This should not be interpreted that the Master Teacher is a mother hen. on the contrary, he plays the role of a resource person. The constant informal contact also provides a forum for ideas and techniques. It is surprising how a chance remark can generate a heated discussion often having deep philosophical implications. For example, the Curriculum Coordinator once remarked to a few Interns and myself that kids can learn as much and as well from a teacher using directive techniques as from one using the traditional authoritarian approach. I had disagreed. We then proceeded to hack the topic to bits. A few moments after the discussion was over, one of the Interns wondered aloud how important the teacher's personality was in determining which of the two approaches were used. A very interesting point. So interesting that one-half hour later we were still at it. The upshot of all this is that not only are the Interns continually being forced to think, really think what education is all about, but I, too, have been forced to re-think premises I've held for years. In some cases, dearly held beliefs have been junked, while others have been strengthened. Multiply such "instant learning" discussions ten times over and one can grasp the intellectual ferment continually taking place in Room 111. I'm an experienced teacher and am in a situation where I myself teach only two classes with one preparation. It should be a snap. Yet after a day in Room 111 and my mind is like a sponge wrung dry. I'm sure the Interns feel the same way. Let's hope those doing the wringing were satisfied.

In addition to such informal contacts in Room 111, there are numerous scheduled observations and discussions. The same Master Teacher describes these:

The central point around which the teacher training aspect of the program revolves is that of observation. My observation

of the Interns' classes provides a point of departure for discussions of what materials to use, and what techniques to utilize. The Interns observe my teaching also. Theory is never divorced from practice nor is any criticism sterile; that is, if I feel that a certain technique is a good one and can be used in a class, the Interns have an opportunity to see it work or not work. Truly, the classroom becomes a laboratory for teacher-training.

Undoubtedly, the discussions that result from the observations constitute one essential part of the teacher-training process. At these discussions, involving all or a few of the Interns, the class visitation provides the point of departure. The content of the lesson, successful and unsuccessful techniques that were used, problem students--all are discussed. The stress is on the word "discussed." The procedure is for the person who was observed to itemize the strengths and weaknesses of his lesson and then for the other Interns to point out what they feel to be weaknesses and strengths. Rebuttal is encouraged. Fortunately, these discussions have been marked by a high degree of honesty, though the fear of hurting another's feelings persists.

The Interns generally have decided that the close working relationship with the Master Teachers is one of the most rewarding aspects of the Project so far as teacher-training is concerned. As one of them said.

What makes this program superior to others in teacher-training is the very close supervision we have under our Master Teachers, coupled with the opportunity to observe them and others of the group in action. We can learn much from the others--we can get new ideas, and in some cases take comfort when we see others having similar problems.

These sessions with Master Teachers often probe deeply into the attitudes and motivations of the Interns as these attitudes and motivations show themselves in the classroom. Another of the Interns describes the positive effects of such probing:

One area of our work that is particularly exciting is the direct confrontations with our Master Teachers about teaching. These sessions have been helpful to me as a teacher because they have been helpful to me as a person. The most important contribution my Master Teacher has made to my teaching is not just her specific ideas of lesson material or classroom techniques, although these are important, but rather her insistence that the most important thing that had to happen was growth in personal areas that dealt with my conception of myself as a teacher and my feelings about my students. Discussions are often about the personal uncertainties and feelings of a teacher. Although she attempts to shed some light on these problems from her experiences, her ultimate method is to let the Intern work out the problem for himself.

One specific session that illustrates this took place after my teaching an unsuccessful lesson on Cyrano de Bergerac to my sophomore "general" class -- a class for whom high school is terminal. Rather than spend a lot of time criticizing in piece-meal fashion the various mistakes of content and method which I had made, the question was, "What do you think of these kids? Don't you respect them?" A rather heated, but stimulating discussion followed where I explored verbally what I thought of the kids, insisting that I respected them. Other Interns shared their feelings toward kids in this grouping. I soon came to see, although I doubt that I admitted it, that the real problem here was with my attitude toward the students. I had experienced some failure partly because I had not yet found the best level at which to pitch my teaching. I tended to blame the students, rather than myself. This attitude of course, showed. The students are extremely sensitive to how others think of them and they picked this up immediately, contributing to my poor teaching by a seeming unwillingness to participate for someone who did not respect them.

I suspect that this type of thing happens to many teachers. I am lucky that through the effort to support me as a person by means of a close relationship with the Master Teacher, my attitude was brought out into the open and not simply allowed to sit and fester in my teaching.

The Master Teacher not only engages in such frank personal discussions, and in the general give-and-take involved in class observations and evaluations; they are also intimately involved in the whole area of helping to develop curriculum materials and methods which effectively reach our high school youngsters. Thus, the same Intern who had thought of using some poems from archy and mehitabel (as described above in Section IV of this Report) was assisted by her Master Teacher to see some of the wider implications of the Intern's own ideas. The Master Teacher describes what happened:

First, the Master Teacher, who had never thought of using archy and mehitabel with her own Cardozo students, quickly realized some of the really wonderful aspects of archy: cockroaches and alley cats are city animals. This poetry came from a world the students know. From there the Intern carried it. "Yes, and mehitabel with her statements that 'Life is one darn kitten after another' is also talking about a way of life that is not so far removed from my kids." Talking together, the Intern and Master Teacher realized that archy's insect view of life "from the underside" and his wry perceptions about human nature fitted perfectly the students' views of life. Further, the two agreed on the value to Cardozo students of seeing how a person can be critical through humor, can be angry and can write about it.

The second way the Master Teacher helped the Intern see the implications of what she was doing was by visiting a class a short time after the above discussion. The class was still working on various archy poems and was still enjoying them enormously. Some of the students even wanted to make a comic strip of archy and mehitabel. The class period went well, although there were some openings for discussion which a more experienced teacher might have used more skillfully. Immediately afterwards, the Master Teacher and Intern walked down to lunch together, discussing what had gone on. The Intern's first question was "How can I use the time better; I felt I was dragging?" Since this immediately showed that the Intern was well aware of her difficulties, the Master Teacher threw out some suggestions as they walked through the halls. "Were you sure they all knew who Cleopatra was? Perhaps they

saw the movie, but it never got to a price below \$2.00 and many may not have seen it. Why didn't you take five minutes and tell them about her? Fit in something about pyramids and ancient Egypt and for that matter, tell them about Julius Caesar. It's that sort of general background knowledge these basic kids need so much and want so badly."

"Yes," said the Intern, "I've noticed how they sit perfectly still and eat up everything I give them like that."

Both agreed that archy's references to people like Cleopatra and his calling himself a "vers libre bard" in his previous life provided still another wonderful aspect of teaching archy and mehitabel: explaining the allusions gave the students a wide general background. To give them this background was to show them respect and to show them respect was to teach them to respect themselves. After all, the students in that class could feel that among other things, they had learned two French words in English Class.

Over lunch the Intern and Master Teacher really got down to business. The interchange went something like this:

M.T. Why did you have the kids read aloud?

I. (sounding defensive) Well, they really wanted to. They asked me if they could. One even practiced. I know it's hard reading, but they wanted to.

M.T. Don't you have any other reasons?

I. No, but up til then I'd done it all and I thought they should have a chance.

M.T. No more theoretical reasons?

I. What are you getting at?

M.T. Why is it difficult reading?

I. It's hard to phrase because there's no punctuation. You have to look ahead to the end of a phrase and then beyond to check that it is a phrase.

M.T. Precisely. And what's one difference between a good and a poor reader? Isn't it phrasing?

I. Yes.

M.T. And can't you really teach them something about the need for phrasing when, without punctuation, they will run all their sentences together? Work out exercises on this and you will find you are teaching definite reading skills as well as having

them love the stuff. Furthermore, if eye span is a real problem for poor readers, what is really perfect about archy and mehitabel?

I. It's all printed in a very narrow column.

M.T. Exactly! It's perfect. You couldn't work out anything so good if you spent years devising the right exercises. Furthermore, what else can you teach if the poems lack punctuation?

I. Well, I guess you can teach punctuation.

M.T. Of course, and in the best way for the best of reasons. Now they will see the point of punctuation not as a set of rules to be memorized but as a set of signs to warn a reader. Why not stop a kid when he makes a reading mistake of running sentences together and ask him what went wrong? Get the rest of the class to figure out what punctuation is needed and why. Have them punctuate a poem. Why in using these poems, you can teach punctuation, reading skills, all sorts of background material, all sorts of values about the purpose of writing and of poetry and you can, in the process, appeal both to their imaginations and their sense of life's realities through two underdog city characters: a cockroach and a cat.

The Master Teacher had not thought of the above ideas before this particular conversation, nor had she ever thought of using archy and mehitabel herself; yet her broader experience was such that she could take this very good and original idea of the Intern and help that Intern see how really good that idea was. One Intern summarizes the importance to her own development as a teacher of the close working relationship which the exchange about archy and mehitabel typifies.

One of the most valuable assets of the project is the relationship and continuous contact between the Master Teacher and the Intern. What goes on in the dialogue is extremely difficult to describe, but the continuity, frankness, humor and concern which the Master Teachers bring to their jobs constantly engages the Intern in meaningful evaluation, questioning, and understanding. The fact that the Master Teacher is also in the classroom is infinitely important, for not only does the Intern benefit from observation by the Master Teacher, but the Master Teacher can evaluate the successes and failures, problems and strengths of the Interns not only in terms of what he knows and observes of the Intern, but also in terms of what he knows and understands of the kids in this school. The Master Teacher is also there constantly, when the impression of the difficult session, the misfired lesson, the glorious

success is fresh and full. That is the time for evaluation and understanding, even if the Master Teacher has not been in the classroom for that class.

Another advantage of the closeness between the Intern and Master Teacher has to do directly with the subject matter and curriculum taught. Not only does the Master Teacher suggest directions and specific material in terms of books, units and extensions of material already presented, but the Master Teacher has unique perspective to evaluate and develop ideas and implications from material which is successful or unsuccessful in the Intern's classroom. If I were to indicate what I thought most important to the peculiar success of this project, I would say the concept and role of the Master Teacher.

The fact that teacher-training is closely linked with an experimental approach to high school curriculum is itself an important part of what the Project hopes to convey to the Interns. We hope that we are training teachers who are continually concerned with curriculum experimentation. And the means we have chosen to convey this attitude is to present the Interns with the concrete task of deciding, with the assistance of Master Teachers, what and how they should teach their classes within the framework, of course, of accepted system-wide educational goals and standards.

The Master Teachers thus constitute an important bridge between our two curricula -- the teacher-training curriculum and the high school curriculum -- for the Master Teachers continually present to the Interns -- and indeed themselves represent -- one of our basic assumptions about good teacher-training: that curriculum experimentation -- and the mind alive with new questions and new ideas which is implicit in a genuine desire to experiment -- is itself an essential ingredient of success in the classroom. As one of the Master Teachers has made this basic point: "In the final analysis, the Master Teacher's job is to bring to his teaching of Interns those qualities which his

Interns should bring to their teaching of kids."

(B) The After-School Seminars.

The examination of the "hows" and "whys" of teaching in an urban school -- which is the central purpose of our teacher-training curriculum -- requires an analysis not only of what teachers do in their classrooms, but also of the role of teachers in the school, the community and indeed, in the city and the country. As one of the Interns said, commenting upon this facet of the Project: "This expanding of horizons of interest and concern for me has been very valuable. It has forced me to a re-evaluation of many of my dearly held values and judgments and has heightened my self perception."

A series of after-school seminars, held right in Cardozo, has been the primary means of achieving what the Intern called "this expanding of horizons." These seminars have met three afternoons each week -- Tuesday, Wednesday and Thursday -- from 3:30 to 5:00 p.m. Attending the seminars have been not only the Interns, Master Teachers and Curriculum Coordinator, but also fifteen members of the regular Cardozo faculty, each of whom has been relieved of one class out of his regular teaching assignment in return for his participation in one of the seminars. (Regular faculty members were given the chance to participate in one, two or three seminars; most are participating in one). In addition, a number of faculty members have attended as visitors from time to time. The seminars are held in a room which was used as a teacher's lounge and which now has had bookshelves, books and periodicals added to provide a small faculty library. We have called the seminars:

"Teaching and the Urban Condition."
"Teaching and the Psychological Disciplines."
"Teaching and the Humanistic Traditions."

Each of these will now be described in terms of both what the seminar set out to accomplish and how far it has progressed to date.

(i) TEACHING AND THE URBAN CONDITION.

This seminar will attempt to apply the insights of sociology, social psychology, social work and related fields in the behavioral sciences to problems peculiar to the urban adolescent. The seminar will attempt to develop a broad understanding of the social, economic and cultural environments from which urban high school youngsters come in order to provide an intellectual framework for the teacher to understand and evaluate classroom behavior and the relevance to teaching materials. Such topics as population, long and short range employment opportunities, housing, race, political and power structure, the nature of social change and the role of social agencies will be studied intensively. The seminar will be coordinated jointly by a sociologist and a social worker and will require wide readings in the academic literature, intensive study of individual cases developed by the social worker, frequent involvement of experts working actively in related social agencies, as well as by noted specialists.

We have been fortunate to have had the services of Dr. G. Franklin Edwards, Professor of Sociology at Howard University, as coordinator and leader of this seminar. In addition, the following outside experts have delivered seminars during this first half-year:

Dr. Leonard Duhl, psychiatrist, Professional Services Branch,
National Institute of Mental Health

Dr. Alvin Shorr, U.S. Social Security Administration

Dr. Charles V. Willie, sociologist, Director of Research
Washington Action for Youth

Most members of this seminar also attended a conference at Howard University entitled "Youth, Non-Violence and Social Change," where they heard James Farmer, James Meredith, Martin Luther King, Dr. G.F. Edwards, James Baldwin, et al. Readings for the seminar have included:

James Coleman, The Adolescent Society
James B. Conant, Slums and Suburbs
Leonard Duhl, The Urban Condition
Oscar Handlin, The Newcomers
Michael Harrington, The Other America
Dwight McDonald, Our Invisible Poor
A. Harry Passow, (ed.) Education in Depressed Areas
Frank Riessman, The Culturally Deprived Child
Patricia Sexton, Education and Income
Alvin Shorr, Income and Social Insecurity

Unfortunately, the Project was unable to find a suitable Social Worker to work with the Project on a full-time basis, and a part-time arrangement which looked promising had to be terminated unexpectedly for personal reasons. The absence of the case-study approach which it was hoped the Social Worker would provide has been felt, but it is anticipated that under the continued able direction of Dr. Edwards, more attention will be devoted in the second half-year to various social agencies, how they help shape the environment of the urban youngster and how they can be utilized by the classroom teacher to meet particular classroom situations. Aside from these areas, this seminar has effectively met its stated purpose.

(ii) TEACHING AND THE PSYCHOLOGICAL DISCIPLINES

This seminar will attempt to supplement the traditional work in educational and developmental psychology with special emphasis on the nature and needs of the urban child. Emphasis will also be given to those insights and techniques of the psychological sciences which are particularly relevant to the teaching of the urban child: the diagnosis of specific learning disabilities and the remediation procedures for those disabilities; the multi-disciplined team approach to the identification; prevention and rehabilitation of psychosocial handicaps; the dynamics of classroom groups and the case study approach to the problems of the urban child, including analyses of the child's identification with authority figures, parents and peers.

It has been one of my tasks as Project Director to draw upon my background in the fields of guidance and counseling to coordinate this seminar. In this task, I have had the invaluable assistance of Dr. Ruth

G. Newman, psychologist and lecturer at the Washington School of Psychiatry. Dr. Newman has been responsible for much of the week-to-week planning and has attended almost all of the seminars and has led most of them. In addition, the following outside experts have delivered seminars during this first half-year:

Dr. Martin Deutsch, psychologist, Director, Institute for Developmental Studies, New York Medical School

Dr. Marvin G. Cline, social psychologist, assistant professor University of Maryland

Dr. Fritz Redl, psychologist, Wayne University

Dr. Roger Shapiro, psychiatrist, National Institute of Mental Health

Dr. William D. Wilkins, psychologist, Chairman of the Department of Guidance and Counseling, New York University, School of Education.

Readings for this seminar have included: (recommended)

Aiken, Conrad, "Silent Snow, Secret Snow."
Bettleheim, "Love is not Enough"
Bettleheim, "Truants from Life"
Cannon, "Fear, Rage, and Bodily Change"
Cather, "Willa, "Paul's Case"
Crow (ed.) "Mental Hygiene for Teachers"
Dickens, "David Copperfield"
Freeman, Lucy, "Children Who Kill"
Hill, Patricia, "One Thing I Know"
Redl, Fritz, "Controls From Within"
Redl, Fritz, "Children Who Hate"
Simon-Benet, "The Making of an Intelligence Test"
Sullivan, Harry Stack, "Interpersonal Theory of Psychology."

Related to this seminar have been weekly conferences, either individually or as a group, between the Interns and a psychiatrist on the research staff of the National Institute of Mental Health -- Dr. James Lieberman. Dr. Lieberman has supplemented Dr. Newman's work by focusing particularly upon the natural tensions and anxieties which the Interns may feel as members of the Project and as returned Peace Corps Volunteers. It is

anticipated that during the second half-year Dr. Lieberman and Dr. Newman will assist the Interns in developing case-studies of particular youngsters for presentation at regular meetings of the seminar. If the seminar takes this slight turn in direction, meeting perhaps less frequently to enable the participants fully to prepare their case studies, this seminar will have generally fulfilled its purposes.

(iii) TEACHING AND THE HUMANISTIC TRADITIONS

This seminar will examine some of the great books of the Western tradition to see what they can contribute to an understanding of education. To accomplish this aim, the seminar will combine what is normally three separate courses: methods of teaching, philosophy of education and history of education. These three areas are rarely separated in actual classroom teaching where the selection of one teaching method rather than another has philosophical implications which should be understood directly with the aid of historical insights, in order to provide the teacher with intellectual concepts by which to evaluate day-to-day teaching techniques. The seminar will seek historical, literary and philosophical answers to questions such as the following: How did the great teachers teach? What made them successful teachers? What is the adolescent really like? How has the track system developed since Plato's Republic? What, historically, has been the function of extracurricular activities? The students will read widely and write frequent papers answering questions of the sort listed. They will concentrate on appropriate readings in their subject fields; the historians seeking historical answers, the English students, literary answers, and the scientists and mathematicians, answers in the history of science and the philosophy

This seminar has been coordinated and led by the Curriculum Coordinator and the two Master Teachers. In addition, one outside expert has come to lead a seminar.

Dr. David Riesman, University Professor, Department of
Social Relations, Harvard University.

One seminar session was also devoted to a panel discussion with members of the regular Cardozo faculty who happened not to be regular participants in this seminar. The subject was: "What constitutes good teaching at a school like Cardozo?" The three special panelists from the

regular faculty were:

Mr. Sylvester Hall, Counselor
Mrs. Elizabeth M. McIntyre, Business Teacher
Mrs. Elva C. Wells, English Teacher

This seminar was designed partly to provide a common experience in some of the provocative works of Western literature which some of the Interns, coming as they have from diverse college backgrounds, may not have read, and to provide others with the chance to read them anew to see what light, if any, these works might shed upon classroom experience. Readings for this seminar have included (under the general questions discussed):

What is the relevance of the dichotomy between "city" and "country" to the urban classroom?

Arthur Miller, "Death of a Salesman"
Jean Jacques Rousseau, "Emile"

What special factors should education for Negroes take into consideration?

Richard Wright, "Native Son"
James Baldwin, "A Letter to Teachers" - Saturday Review, Dec. 22, '63.
James B. Conant, "Slums and Suburbs"

What is the adolescent really like?

Charles Dickens, "Great Expectations"
John Knowles, "A Separate Peace"
William Golding, "Lord of the Flies."

In the second half-year, this seminar will consider a number of authors who are more traditionally linked with problems of educational theory: Aristotle, Plato, Jefferson, Horace Mann, John Dewey. In addition, the seminar will read such works as:

Bernard Shaw, Pygmalion
Bernard Bailyn, Education in the Forming of American Society
Houston Peterson, The Great Teachers
Gilbert Highet, The Art of Teaching
C.P. Snow, The Two Cultures

J. Robert Oppenheimer, "Prospects in the Arts and Sciences"
Scott Buchanan, Poetry and Mathematics
James B. Conant, On Understanding Science
James Newman, The World of Mathematics (portions)
A. J. Ayer, Language, Truth, and Logic
Bliss Perry, And Gladly Teach
Sylvia Ashton-Warner, Teacher
Lewis Mumford, The City in History
Gibbon, Decline and Fall of the Roman Empire (portions)
Jane Jacobs, Death and Life of Great American Cities
Hughes, Tom Brown's School Days
Martin Mayer, The Schools
Conant, The Education of American Teachers
Koerner, Miseducation of American Teachers
General Education in a Free Society, THE HARVARD REPORT.

At each seminar in the second half-year, at least two individual participants will read a short essay on the readings assigned as a stimulus to focused group discussion. By the end of the year, this seminar will have realized its full potential of being one of the most stimulating and novel facets of the Project.

(C) The Affiliation with Howard University

It was one of the Project's hopes to create a binding link between the school and the University -- so that each is involved in the other as fully as possible and that out of this affiliation might develop a special Master of Arts in Teaching program at the University. This hope has now come alive through the cooperation of Howard University, the campus of which is only a few blocks from Cardozo. Howard has agreed to accredit the above seminar program and a number of regular Cardozo faculty members, as well as all of the Interns, are receiving course credit for participation in the seminars. Howard has also provided the services of some of its most eminent authorities, including Dr. Edwards as coordinator of the seminar on "Teaching and the Urban Condition." In addition, Howard has named the two Master Teachers, the Curriculum Coordinator and

and the Project Director as "Lecturers" without pay, on the University Staff so that the other two seminars might receive appropriate University supervision. Furthermore, Howard is accrediting the classroom work with the Master Teachers and Curriculum Coordinator in two areas: Supervised Internship; and Curriculum Development in the Secondary School. The successful completion of all of these courses, as well as selected courses in the Intern's academic field during the Spring and Summer semesters, is expected to lead to the award by Howard of the Degree of Master of Arts in Teaching. The accreditation of this special program has been accomplished through the cooperation of Dr. James M. Nabrit, President of Howard University; Dean Carroll Miller, Acting Dean, College of Liberal Arts; Dr. Walter G. Daniel, Department of Education; and Dr. Herman Smith, Department of Education. Dr. Smith has been designated by Howard to act as special liaison with the Cardozo Project.

(D) Some Concluding Observations on Teacher-Training

The Cardozo Project tests the assumption that the most effective way to train teachers is to thrust the new teachers into a real teaching situation, and to provide an atmosphere wherein they are challenged and encouraged to grow and learn about themselves, their subject, and their teaching. Thus, the two classes taught by the Interns, their work with the Master Teachers and the after-school seminar program, all combine to constitute a teacher-training curriculum which is rooted in the concrete needs of real youngsters. As one of the Interns has written:

The thought that the best way to learn something is to do it, is a part of the rationale for giving Interns complete control of their classes throughout the training period. How can a teacher better learn to teach in an urban high school than by actually teaching in one?

Another important part of the rationale is to provide a focus for all that goes on within the Project. We have knocked down the traditional boundaries of subject discipline, administrative policies, and the usual professional expectations of what a teacher does. Confusion and dissipated energy do not reign in the apparent anarchy because we focus on the actual classroom situation. The continual discussion about subject matter, psychology, sociology and educational philosophy is not confusing or without discipline because we always are building around the focal point of our experience in class. When I am told that all kids can learn or that all kids are stupid, I can test these assertions against my experience. When I think about the meaning of a poem, I think of how it would be meaningful to my class. When I hear about psychology of adolescent development, I can think about my students and not an abstract, lifeless body of people who fit under the label of adolescents. When I discuss sociological descriptions of the urban scene, I think of how these statistics, generalizations and theories are borne out by and influence members of my class. I do not need to create from the statistics and theories over-simplified paper-people. The real teaching situation unites knowledge and experience from usually separated sources, not only making the class more interesting, but also giving a significant bond to the varied material.

By substituting a real situation for the traditional boundaries, much is gained. Teacher training has too often been satisfied with a sterile sifting of knowledge that eliminates the vital excitement and meaningfulness of a real teaching situation. We, in the Cardozo Project, however, gain the complexity and excitement of dealing with a real problem. We are not limited to a specific mode of operation, but are encouraged to draw upon all of our experience. In so doing, the Project has implied that personal growth is hampered by an atmosphere governed by tradition and authority which gives the situation a simplified rigidity, so that one doesn't need to question or think.

Another area where one can see the support given the Interns as people is in our formal label of "panelists" which means we are not just students but teachers too. We are not asked just to receive ideas and then pass them on to our students, but rather we are an important part of the process. We are to react to, digest, and produce new ideas that can influence the Project in all of its dimensions. We are not just learners, but teachers and contributors. This is a valid way to proceed, not only because the Project is trying to determine whether returned Volunteers have anything of value to contribute, but also because it tends to create a situation which is creative and supportive to the individual. If you are expected to work out ideas that are significant, you are more likely to do so than if you are seen as a cog in a machine.

One of the most encouraging pieces of evidence about the success of the teacher-training phase of this Project is that each of the ten Interns, at this midway point, has expressed a desire either to stay at Cardozo next year or to teach elsewhere in an urban situation. By way

of illustration, I want to return to the same Intern I quoted at the beginning of Section III to the effect that, from his vantage-point out at his Peace Corps Post, the Project seemed appealing for several distinct reasons --including the fact that Cardozo was a mostly-Negro school, the fact that it was a secondary school and the fact that each Intern would be a "panelist" in determining the direction and evaluation of the effectiveness of the Program. Now, after five months in the Project, that Intern speaks as follows:

Today, although actual contact has modified preconceptions, all of these tenets are important segments of the Project and its challenges. But the one which is now most important to me is that which is most obviously left out of my original list of motivational challenges -- the challenge of being involved in the process of education IN THE URBAN SCHOOL IN America. As I believe I indicated in my original letter of application to the Project, I was never interested in being specifically involved in education before joining the Peace Corps. Although I was an "educational Aide" in the Philippines (and I am still not sure what that was, precisely), I did not consider the field of education in America as a career possibility after terminating with the Peace Corps. I now find it difficult to understand what can be more exciting or more important than education. This does not mean that I am sure that I can or should be a classroom teacher, capable of dealing creatively with all the demands of the urban classroom; but it does mean that this area is definitely for me. My commitment is here. I think this is probably the most significant change I have undergone because of being involved in the Project.

Thus, I have no hesitation in saying that the teacher-training phase of the Project together with its approach to a curriculum for urban high school youngsters, has been extremely successful, although as with all programs, new and old, there is room for improvement -- both during the next five months, and during the coming year. It is to these aspects of the Project that I will now turn.

VI. AREAS FOR IMPROVEMENT: THE NEXT FIVE MONTHS.

There are several areas which need improvement during the next half year. Each of these will be discussed separately.

Classroom Observation of Interns in Math and Science

Two of the Interns, one in Math and one in Science, have not had the benefit of intensive work with a full-time Master Teacher, although they have had great assistance from two members of the regular Cardozo faculty who have acted as affiliated teachers fulfilling some of the functions of a Master Teacher. Richard Lewis in Math has been assisted by Mr. Joseph Saunders of the Mathematics Department, and Freeman McKindra has been assisted by Mrs. Bernice Reason of the Science Department. Both Mr. Saunders and Mrs. Reason have had training in the recent curriculum developments in their fields, and both have been extremely helpful to the two Interns. Neither of these two affiliated teachers, however, has the time that we have concluded is necessary in order for the Interns to receive the full benefits of sustained critical evaluation and help. There seems to be no substitute for close work with a Master Teacher on a day-by-day and an hour-by-hour basis, since it is this work which provides the framework for the real freedom which the Intern is given in his classrooms. Thus immediate steps are being taken (and indeed have already begun) on the part of Mr. Woodruff, Mr. Cuban, and Mrs. Wofford to supplement the excellent work in curriculum being done by Mrs. Reason and Mr. Saunders with a program of sustained observations both by the full-time Master Teachers and by other Interns.

B An Inter-disciplinary Approach.

Just as the Interns in Math and Science will benefit from observations and evaluation by all other Interns, so the Interns in English and the Interns in History would each benefit from such observations and evaluation by all other Interns. Some of this kind of cross-fertilization has, of course, taken place; but more is required in order for each Intern to realize the full potential which all his colleagues in the Project have to offer. In this connection, plans are already underway for the Master Teacher in English to begin a period of intensive work with the History Interns, and for the Master Teacher in History to do the same with the English Interns. While such an approach would probably have been unwise during the first half-year, when each Intern had to become well-grounded in his own field, the time has arrived for some branching out in this direction, as well as in others.

C. Branching Out.

One of the justified complaints of the Interns is that the schedule of after-school seminars has severely restricted their opportunities to make as many informal contacts with students and with regular members of the Cardozo faculty as the Interns feel is required in order to do an effective job. They have had to miss a basketball game here or a faculty meeting there in order to meet with a scheduled seminar. We should all recognize that this is a difficult problem to remedy, since two of the seminars are usually led either by guests, or by Dr. Edwards or Dr. Newman, both of whom

must know well ahead of time when they are expected at Cardozo. Nevertheless, in order to achieve the flexibility of scheduling which is essential, the seminars on "Teaching and the Urban Condition" and "Teaching and the Psychological Disciplines" should consider moving in two directions: the former into a concrete study of how the school might be developed into a real community center for Cardozo students and their families; and the latter into case studies of particular students. With these changes of emphasis could go a greater amount of independent work by Interns and regular faculty members both individually and in small groups. The formal seminar sessions might thereby become somewhat less frequent and perhaps more focused on a concrete problem than many of them have been to date.

Actually, the kind of branching out into this flexibility of scheduling would result in more than mere attendance at other scheduled events, such as games and faculty meetings. Equally as important are some of the specific projects which Interns and some regular faculty members have thought of and which only a lack of time has prevented them from commencing. Actually, one such project--a special class in dramatic readings--has just been started by two Interns, and others, such as the start of a student folk-singing group, a student journal or critical opinion, and the creation of an afternoon and evening study center are well on their way to getting off the ground. But more of this kind of project is needed--such as work with other extracurricular activities--and the seminar participants should have the time to do this as a regular part of their work in coming to deal effectively with the concrete problems of

teachers in an urban school.

D. Another Approach to "Curriculum."

Important, also, to the Interns' over-all development as teachers is a more intensive study of a broader curriculum than they have so far had the time or ability to undertake. So far, the Interns have naturally been concerned with being effective in their own classrooms, without great regard for the problems of the over-all curriculum design of an urban high school, including the "track-system," the continuity of courses within one subject area, and the interrelationship of one subject area to others. Natural, too, has been the Interns' genuine modesty in attempting to tackle such a vast problem: they were convinced from the beginning that they were not going to walk into Cardozo and begin telling the school and the school system what to do in areas which competent curriculum committees were already handling. On the other hand, the time has now come where the Interns could profitably work closely with members of the regular Cardozo faculty in discussing and evaluating certain phases of curriculum in this larger sense. If this suggestion meets with the approval of the Interns and interested members of the regular faculty, I will soon name some special committees to focus particularly upon the question of whether the school's and the Project's present curriculum approaches adequately take into account "the world of work" which is perhaps more real to many of our students than the world of school. Such groups would not only provide some new insights into a familiar problem; they would also be one effective way of dealing with another area needing improvement.

E. Relations with the Regular Cardozo Faculty.

One of our most important problems has been that relations between the Interns and many members of the regular Cardozo faculty have been somewhat distant and strained during these first months of the Project. Had we fully appreciated this problem at the beginning of the year, we would have taken remedial action sooner. As it happened, the Interns were extremely busy with their own classroom tasks both individually and as a group and thus got to know well primarily only those faculty members who participated in the seminars. Thus, many of the regular faculty members who did not participate in the seminar programs or otherwise come into close contact with the Interns came to suspect that the Interns had come to Cardozo to tell them what to do. Perhaps this Interim Report, which will be distributed to all members of the Cardozo faculty, will help to clarify explicitly the purposes of the Project.

Despite many of their anxieties about the Project, our regular faculty members have not forgotten one fact: that the Project, with its ten Interns and two Master Teachers, each teaching two classes, has relieved the class load of regular faculty members by 24 full classes. Between them, the Interns and Master Teachers each day teach 741 students--a fact which has been noticed and appreciated by those faculty members whose classes have thereby been made noticeably smaller, and by those who have thereby been able to be relieved completely of a class in order to participate in the seminar program.

But such immediate and tangible assistance which the Project has brought to Cardozo is not enough, and it has now become apparent

that both the Interns and many members of the regular faculty want to get to know each other better and to work with each other, so that each can be enriched by the experiences of the other. This desire is apparent in the following comments by Interns on this problem:

I am convinced that the Interns and the Project as a whole have much to learn from a fuller involvement with the faculty and administrative staff of the school. At this point, my relationships with the faculty members I do know are sound enough to provide me with the feeling that we as Interns are not alone in our concerns and in our tastes and abilities, and I have learned much from my all-too-infrequent exchanges with a number of the regular staff.

The most resentment I have found with the older teachers at Cardozo is that they think that we are coming to change something that they have tried to change many times.

There needs to be more exchange of ideas. It is insufficient to leave such an exchange merely to informal contacts in the lounges or cafeteria. That already exists and it proves not to reach a wide range of faculty members primarily due to schedule differences. I find it disturbing to be accused of having a "secret formula" for teaching and solving urban school problems. This feeling is illustrated clearly in a recent remark by a faculty member: "This is the only school in America where kids come in to tell us how to teach."

The teachers should have been our strongest supporters, especially those that have been teaching for 15 or 20 years. These people know that there are short-comings in this system, in this school, and in their classrooms. When talking to them they will tell you this and they will tell you that they were glad somebody was ready to look into it on a larger scale. They should be on our side and I know they would if we were to take them into our confidence and put all the cards on the table with them. There are enough problems here for everyone--I don't think we have to "hog" them.

Most members of the regular faculty would agree with the Intern who stated that there are enough problems in the urban school for everyone. A number of my regular staff have stated to me their desire for more interchange with the Interns revolving around the concrete problems that are so numerous:

Through informal association with Peace Corps Interns and through listening to them in the seminars, I am led to assume that these young teachers are attempting some interesting and different procedures in the classroom and are using new materials. However, few attempts have been made to involve regular Cardozo teachers. I feel that these new methods should be made known to the staff to be tried and evaluated before being considered good or worthwhile for urban youth.

Much energy and effectiveness of the total Cardozo Project was vitiated because of the restricted nature of interchange between the old and new groups. It appears to me that the total program as well as each of its parts would be greatly enhanced by a freely flowing and mutually helpful dialogue between both groups.

The time has come to begin such a dialogue. I propose to name within the next few weeks a number of special committees to deal with such concrete problems as:

Is our Intra-mural athletic program effective enough?
Our extra-curricular program--are we doing enough?
The school as a community center.
Our "business" curriculum--is it tied closely enough to the basic skills as taught in areas such as English and History?

On each of these committees I hope to name one or more of the Interns, as well as members of the regular Cardozo faculty. Hopefully, the interchange that results will be not so much a dialogue between two groups as a many-sided conversation in which the varieties of opinion on all sides will be utilized as fully as possible in grappling with the complex and concrete problems which face us all. To this end, I welcome suggestions from all members of the Cardozo staff and the Project staff on the particular problems which should be the focus of attention by such special committees. These suggestions should be given to me no later than February 15.

If we can move ahead in the areas of improvement I have just listed, within the context of fulfilling our two stated purposes

of reaching the students and developing a teacher-training curriculum, I have no doubt that the Project will have achieved extraordinary success by June, which is less than five months away.

VII. RECOMMENDATIONS FOR 1964-65

Although the Project has experienced natural ups and downs during its first five months, it has been so generally successful that immediate plans should be made for its extension during the next school year, along the following general lines:

A. The Basic Purposes.

The basic purposes should remain the same: to develop, at the same time, a curriculum capable of reaching youngsters in urban schools, and a curriculum designed to prepare teachers for service in urban schools.

B. The Basic Structure.

The same basic structure should be retained, with Interns teaching their own classes, working under the supervision of Master Teachers, participating in after-school seminars, and maintaining an affiliation with a university.

C. The Peace Corps.

Peace Corps Volunteers who have returned from their service abroad should remain the primary source of recruitment for the Interns. Between now and September, 1964, 1,416 volunteers who were teachers abroad are expected to return. We have already received numerous inquiries from volunteers who have already returned to this country and from others who will be returning soon. The Peace Corps has informed us, however, that in order to reach the most talented returnees, we should notify all returning volunteers about the Project no later than March.

D. Extension into Elementary and Junior High Schools.

This year's Interns have felt the need to have a better understanding of the whole child as he progresses from kindergarten through senior high school in order to teach him effectively at the senior high school level. This need has led us to the conclusion that the purposes of this Project are suited just as much to the elementary and junior high school levels as they are to the senior high school: there is just as much need at those earlier stages of development for curriculum that reaches youngsters, and for teachers who are well-trained for the urban classroom. A significant number of returning Peace Corps Volunteers have, in fact, taught abroad at levels equivalent to our elementary and junior high school ages. A moderate expansion of the Project, with appropriate modifications in structure at the elementary level, therefore seems called for.

However, we do not want to expand to such a size that the close relationship of the entire group to all of its parts is in any way dissipated. In particular, the working relationship between Master Teachers and Interns must be preserved. In order to retain this cohesiveness, therefore, we suggest the use of approximately 25 or 30 Interns next year, to be distributed among three schools--10-15 at Cardozo High School, 5-10 at Banneker Junior High School, and about 5 at Meyer Elementary School. These schools were selected partly because they exist side by side across three city blocks. For the Interns, as well as for the regular faculty members of these three schools, a kind of physical and intellectual campus would thus be formed, in which the problems of urban schools could be discussed and evaluated and grappled with jointly by people at all

levels of the child's development. By developing this kind of campus, we could hopefully establish lines of communication which will enable us to reach more meaningful solutions to the whole problem of the education of the urban youngster.

Discussions with the principals of Banneker, Meyer, and Cardozo have already begun, under the direction of Assistant Superintendents Edith Lyons (for Elementary Schools) and John Koontz (for Junior-Senior High Schools). The principals of Banneker and Meyer have responded warmly to the idea of an expanded Project which would place some Interns in those schools.

E. Subject-Matter Seminars

This year's 10 Interns are about to begin taking some regular course work in their subject fields at Howard University. While this is one technique for making sure that the Interns receive high quality training in their fields--such as English, History, etc.--another technique, which should be tried next year, is for some of the subject-matter seminars to take place in the three "campus" schools, so that the regular members of the faculty might participate with the Interns in a joint study (and re-study) of the latest developments in their field. Such subject-matter seminars would be an important addition to our present in-school seminar program, the general outlines of which should be retained for next year, and would add more traditional areas to the unusual seminars we have developed this year as yet another step in the direction of greater university involvement in our school campus.

F. Staff.

The role definition of Curriculum Coordinator has not turned out as we had perceived it, and based upon our experience we do not believe that a concern with curriculum can be separated from the regular work of the Master Teachers.

The administrative functions of the Curriculum Coordinator should therefore be divided between a Master Teacher who would also serve as Assistant Director, and a highly qualified Administrative Assistant. In practice this year, the Curriculum Coordinator has acted as a chief-Master Teacher, and the allocation of functions suggested for next year would recognize both this fact as well as the need, in an expanded Project, for added routine office administration.

Based upon our experience with a part-time Social Worker and our current knowledge about the needs of the Project, we do not believe that we should have a Social Worker as a regular part of the staff. The Project should, however, seek an expert in guidance and counseling who would act as a primary staff member assisting the Interns in evaluating the various meanings of classroom behavior, in suggesting techniques to influence classroom behavior and in deciding the best course of action (whether referral to a more intensive service, or otherwise) for dealing with a particular kind of behavior.

We would also need to increase the number of Master Teachers, for we have concluded this year that it is difficult to work as closely as desirable with an Intern unless there is a full-time Master Teacher (teaching two classes of his own, and spending,

the rest of his time with Interns) in the subject-field of the Intern. Thus we need Master Teachers in Mathematics, Science, and Languages, as well as in History and English. And of course we need a Master Teacher for the five Interns at the elementary level. So far as possible, these Master Teachers should be drawn from within the school system--just as we did this year, with one Master Teacher from the Cardozo faculty, and one from outside.

A word should be added about the title "Master Teacher." This has been an area of sensitivity on the part of the regular faculty members, and we are considering changing the title to something perhaps more appropriate.

G. Evaluation.

Evaluation of the descriptive and qualitative sort which is contained in this Interim Report should be made by Interns and Project staff, next year as well as at the end of this year." Evaluation of the more quantitative variety, undertaken by a full-time participant-observer who acted as Research Coordinator, was necessary in this first year of the Project: but on the basis of our experience so far, this kind of evaluation is not required in the second year as an integral part because the data collected during the first year will be sufficient to point up areas for day-to-day evaluation by the Interns and Master Teachers in the future. To the extent necessary, any such quantitative evaluation should next year be part of the general research program being designed in part by Washington Action for Youth, instead of being written into this Project itself.

H. Use of This Year's Interns.

Although this year's Interns have not made plans for next year yet, a number of them have indicated that they would like to stay on in the Cardozo area and assist in the development of the Project next year. Such use of the Interns would permit the school system to reap even greater benefits from this year's program; it would enable the fine spirit of this year's Project to carry over to next year's larger effort; and it would enable this year's Interns to continue their teaching in an atmosphere of purposeful questioning.

There are two means by which this year's Interns could be effectively utilized next year. One way would be for the school system to place them in Cardozo Senior High School and Banneker Junior High School (and one has even spoken of his interest in trying elementary school teaching) as members of the regular faculty. Another way would be for the Project to finance a second year for a portion of the group--perhaps five--as a kind of intensified graduate training in which these five would continue to teach two classes(or possibly three) but would also spend time studying and participating in such more specialized areas of teaching administration, counseling, remediation, and work-study programs. If this latter idea were adopted, the small group who entered this phase of the Project might be called "residents."

If this year's Interns are utilized next year in one or both of these ways, we in the school system can look forward to drawing upon the great potential for growth which the Interns have already shown this year, and which they will undoubtedly continue to show in the future.

APPENDIX A
Supplemental Statement

Although the evaluations of the Interns were obviously of crucial importance in the preparation of the preceding Report, the pressure of deadlines prevented their reading the complete Report before stencils were cut, several days ago. Since then, we have all been engaged in full-fledged discussion of the Report. Out of this discussion have emerged the following conclusions, which represent the joint thinking of Interns and staff and which we together wish to add to the Report as a supplemental statement:

1. Although the Report states in its concluding section that the Project has had its ups and downs, some of the problems which the Interns have experienced in reaching their high school youngsters have not been sufficiently described. The Interns quite rightly do not want to leave the impression that their performance in the classroom has been uniformly successful. All of them have felt at times the same difficulties in reaching their youngsters which older, more experienced teachers, have felt. Some of the problems for the Interns in this regard were simply a reflection of the fact that for the most part they were beginning teachers--at least in an American school. Other difficulties in reaching their students and in motivating them may have less to do with the Interns' problems and more to do with the youngsters themselves. It is to these deeper problems that the Project will turn with a more focused attention during the next five months: which classroom methods and materials are successful, which are unsuccessful, and why? Of course we have been asking these questions since September, but our answers have been more in the form of hunches and impressions than in the form of coherently organized descriptive criteria. We therefore anticipate extensive work on organizing and describing the Interns' successes and failures during the coming months. Of course, it is worth repeating here that during their first five months the Interns have been extraordinarily successful. It is to their credit that they want me to state, for the record, that they have had their failures, too.

2. We are somewhat concerned that the Report might be read too glowingly so far as the after-school seminars are concerned. The Interns particularly understood, first, that with their commitments in the classroom as beginning teachers each with two classes, they have found it difficult to complete all of the suggested seminar readings which are listed in the Report. Part of this problem has stemmed from the difficulty in assigning particular readings to particular classroom problems--the link between the more abstract and the more concrete which it is one of the hopes of this Project to find a way of creating, but which we also realize is extraordinarily difficult to achieve. The Interns also want it emphasized that they feel somewhat more constricted by the scheduling rigidity which seminars three afternoons a week impose than perhaps the Report states. None of these problems, however, has lessened our conviction--mine as well as the Interns' and staff's--that full-time teaching (of less than half a load) can be combined successfully with a program of in-school seminars, so that an Intern does not have to face the prospect of teaching for half a year, and then studying the problems of his teaching for another half year--the traditional pattern which this Project has sought quite consciously to change. Actually, the Interns emphatically agree with this goal, for they are now facing some of the frustrations and difficulties of attending classes in their subject fields on the Howard University campus. They are reporting to me that they are beginning to feel acutely that much of what goes on in the university seminar room is not particularly relevant or helpful to what does on in the high school classroom. Thus the scheduling, the content, and the location of the seminars remains a problem which needs much attention but which we have confidence the Project can solve along the lines already suggested in the concluding two sections of the Report itself.
3. In connection with the Howard University affiliation, I want to add that the Interns have felt many of the frustrations which people "on the job" inevitably feel with some forms of academic red-tape. They believe so firmly that their job in a high school requires training which traditional university subject-matter programs do not afford, that they would really like to dispense with some or all of the traditional courses, and replace them with such in-school discussion groups as "The American Negro--in History and Literature." These feelings on the part of the Interns are legitimate, and deserve real consideration by the Project staff and by Howard University. Thus the nature of the Project's affiliation with Howard University remains flexible and will be the subject of critical evaluation and modification during the next five months.

In conclusion, the Project has problems which deserve emphasis here at the end of the Report and which we are all working on. The Interns' attitude in this respect is exemplary, and reflects the basic feeling that they are genuinely and excitingly challenged by their work at Cardozo, and that they are trying their best to meet the demands of this challenge. In true Peace Corps style, they do not want the impression left that the road ahead is easy. I hope that we have indicated here and in the body of the Report some of the challenges that we all realize do lie ahead.

Because in a way, our discussions after the Report had been completed represent the very best of what the Cardozo Project has to offer--a spirit of defining a challenge openly and frankly, and then meeting it--I am appending this supplemental statement of our joint additional conclusions as a part of the Report.

In addition to the above joint conclusions, I want to add the following statement of my own:

More attention must be given to the relationship between the regular faculty and the Intern group, as indicated on pp. 57-60 of the Report. Part of the strain in this relationship is related to opinions held by some members of the regular faculty and expressed to me in the following terms: that the money put into the Project could have been spent more satisfactorily in making the difficult jobs of the present teachers easier to perform by buying much-needed books and materials; that the Interns have received preferential treatment in the assignment of classes and duties, and have not been given such tasks as game duty and lunch-time duty in the cafeteria and recreation areas; that from the publicity given to the Project, the impression has been left that the regular faculty needed help from young and inexperienced teachers to deal with the problems of an urban school; and that the purposes of the Project have not been clearly understood.

The reasons for the existence of these feelings are two-fold. On the one hand, they exist partly because such anxieties are a natural result of the introduction of a relatively large number of new persons to an existing institutional structure, and of the atmosphere of change which such introduction implies. On the other hand, they also exist partly

because of some serious mistakes on our part, particularly in our failure to provide explicit and concrete bridges of communication between the two groups.

In order to respond to the above problems, I am taking the following actions (in addition to the series of committees which I suggested on pp. 59-60): I am immediately assigning the Interns to game duty on Friday afternoons, and on other afternoons to the extent their seminar schedules permit such assignment. I am also assigning the Interns to lunch-time duties in the cafeteria and recreation areas, and to extracurricular duties such as club sponsorship. I hope that these measures, plus others which the faculty or Interns may suggest, will begin a building of the bridges of communication on which Interns and faculty will come together in an organized working relationship and will begin to get to know each other better.

Bennetta B. Washington
Project Director

APPENDIX

THE PROJECT PERSONNEL

Project Director Dr. Bennetta B. Washington

Curriculum Coordinator Mr. Phillip H. Woodruff

Master Teacher, History Mr. Larry Cuban

Master Teacher, English Mrs. Joan Wofford

Research Coordinator Dr. Jean Boek

Seminar Leader Professor G. Franklin Edwards,
"Teaching and the Urban Condition" (Howard University)

Seminar Leader Dr. Ruth Newman,
"Teaching and the Psychological Disciplines" (Washington School
of Psychiatry)

Affiliated Psychiatrist Dr. E. James Lieberman,
National Institute of Mental Health

Affiliated Teacher, Science Mrs. Bernice Reason

Affiliated Teacher, Mathematics Mr. Joseph Saunders

Interns Mr. Dirk Ballendorf (History)
Miss Brenda Brown (English)
Miss Judith Cridler (English)
Miss Carolyn Holm (History)
Mr. Richard Lewis (Mathematics)
Mr. Freeman McKindra (Science)
Miss Esther Shull (History)
Mr. Thomas Wilson (English)
Mrs. Carolyn Wylie (English)
Mr. Duncan Yaggy (History)

Administrative Assistant (part-time) .. Mrs. K. E. J. Paige

Secretary Mrs. Betty Revis